

Berkley Normal Middle School (BNMS) Position Description  
**ELC (Enhanced Learning Centre) Assistant Co-ordinator 2012**

**Fulltime position: (Hours: Monday to Thursday 8:00am to 4:30pm; Fridays: 8:15am to 3:30pm: 45 minutes daily for lunch)**

**Purpose:**

To collaboratively and flexibly assist the ELC Team Leader (TL) provide school wide, integrated learning assistance for ELL (English Language Learners) and students identified as at risk of underachievement in literacy within the BNMS International Baccalaureate (IB) and (Ministry of Education) MoE frameworks. This position requires flexibility in terms of a school wide approach to student learning as BNMS implements the IB from the beginning of February 2012.

<b>Student Learning Assistance</b>	
<b>Key Tasks</b>	<b>Expected Outcomes</b>
<p><b><u>Personal Qualities:</u></b></p> <ul style="list-style-type: none"> <li>• A highly motivated person who has a flexible, reflective approach to school wide learning.</li> <li>• A collaborative and enthusiastic approach to learning.</li> <li>• Can engage students and their learning assistants in a range of positive learning experiences.</li> <li>• Develop professional relationships that motivate, assist and encourage learners to engage in the learning assistance process.</li> <li>• Amenable to making a positive contribution to the ELC team culture.</li> <li>• Willing to undertake tasks, other than those identified in this JD, as directed by the Principal or delegated authority.</li> </ul> <p><b><u>Assist planning, preparation and implementation of school wide learning assistance</u></b></p> <p><i>Collaboratively assist ELC team leader to:</i></p> <ul style="list-style-type: none"> <li>• Plan and implement programmes using IB and MoE (Ministry of Education) frameworks for students to meet their identified learning needs.</li> <li>• Base planning using school wide assessment data in collaboration with teaching staff.</li> <li>• Arrange experiential learning experiences that are integrated with school wide learning.</li> <li>• Ensure the ELC environment is stimulating and reflects trans-disciplinary learning.</li> <li>• Provide professional assistance to the ELC team</li> </ul> <p><b><u>Assessment of Student Learning Needs</u></b></p> <p><i>Collaboratively assist the ELC team leader to:</i></p> <ul style="list-style-type: none"> <li>• Collect data from formal assessment bi-annually to ascertain each student's English Language stage for MoE funding purposes</li> <li>• Evaluate and review groups each term based on records of progress for each student.</li> <li>• Attend and participate in student-led learning conferences (arranged by classroom teacher) in line with the BNMS Calendar.</li> <li>• Establish formal assessment tools for ELL (English Language Learner) students using ELLP and for MoE</li> </ul>	<p>Motivated, flexible and reflective practices are demonstrated.</p> <p>Collaborative partnerships with BNMS staff and students are evident.</p> <p>Professional relationships are evident school wide.</p> <p>ELC team culture is enthusiastic and positive.</p> <p>Delegated tasks are willingly undertaken.</p> <p>Students are provided with learning assistance programmes appropriate to their learning level/stage (ELL/Literacy).            Assessment data is identified in individual learning intentions and outcomes for identified students (ELL/Literacy)            Experiential learning experiences are planned on a school wide integrated            ELC wall displays are kept current and reflect an integrated, trans-disciplinary, school wide learning environment.            Learning assistants are offered professional assistance as needed.</p> <p>Data informs on going learning assistance planning.            Data discussed with respective classroom teacher.</p> <p>Integrated learning assistance plans are adapted to reflect ongoing assessment in line with school data.            Teachers, students and families are supported at all learning conferences.</p> <p>Formal assessment tools decided by end of February 2012</p>

<p>funding purposes.</p> <ul style="list-style-type: none"> <li>• Collaboratively discuss ELL student progress using ELLP with the respective classroom teachers.</li> <li>• Provide students with constructive feedback about their achievements and improvements.</li> </ul> <p><b>Evaluation of Programmes</b> <i>Collaboratively assist the ELC Team Leader to:</i></p> <ul style="list-style-type: none"> <li>• Utilise appropriate student assessment and evaluation procedures to reflect learning assistance programmes being delivered.</li> <li>• Work collaboratively and in partnership with the respective classroom teacher to ensure learning assistance programmes are meeting the needs of individual students.</li> </ul> <p><b>Resources</b> <i>Collaboratively assist the ELC team leader to:</i></p> <ul style="list-style-type: none"> <li>• Select and provide literacy resources that support classroom learning assistance programmes.</li> </ul>	<p>Teachers are supported on a professional basis as required or at least every 6 weeks. Students can discuss their learning assistance feedback.</p> <p>Appropriate student assessment tools are evident.</p> <p>Collaborative partnerships with respective teachers are evident.</p> <p>Up-to date resources are used to enhance student learning. Resources available to support all ELL/literacy stages</p> <p>Create resources as appropriate to support school wide teaching and learning programme.</p> <p>All learning assistance programmes reflect a full range of relevant resources and experiences.</p>
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**Communication**

<b>Key Tasks</b>	<b>Expected Outcomes</b>
<p><i>Collaboratively assist the ELC Team Leader to:</i></p> <ul style="list-style-type: none"> <li>• Communicate effectively with teaching staff.</li> <li>• Meet regularly (once a week) with ELC Team Leader to discuss student progress and ELC matters on a formal basis.</li> <li>• Be available to liaise with teachers a on daily basis after school Mondays to Thursdays (Inc.)</li> </ul> <p><b>Families/Caregivers/Whanau and Whanau</b> <i>Assist the Team Leader to:</i></p> <ul style="list-style-type: none"> <li>• Communicate formally and informally in partnership with the respective classroom teachers with ELL student families.</li> <li>• Positively promote BNMS to prospective students and parents.</li> <li>• Arrange and attend Communication Meetings for ELL students and their families (includes International</li> </ul>	<p>Information/data is collaboratively shared school wide to ensure student-learning needs are known, and learning assistance planning occurs to meet these needs.</p> <p>Formal meetings with ELC team Leader are held on a once a week basis.</p> <p>After school meetings with teachers are held on a daily basis after school Mondays to Thursdays Inc. Provide learning assistance guidance and support for class teachers and parents in partnership with the ELC Team leader.</p> <p>BNMS is positively promoted. For example, school promotion evenings.</p> <p>BNMS Agenda and Ko Au Books demonstrate ELL student communication and student learning outcomes</p> <p>Parents and caregivers feel their concerns are heard, understood and where appropriate acted on.</p> <p>Up-to-date information covering achievements in relation to goals set, attitude and area of future growth provided at parent conferences.</p> <p>Parents and caregivers feel their concerns are heard, understood and where appropriate acted on.</p> <p>Up-to-date information covering achievements in</p>

<p>Students).</p> <ul style="list-style-type: none"> <li>• Ensure that NESB parents et al can understand and complete school documentation; understand BNMS modes of communication; that where possible BNMS documentation is translated into the primary language of the parent et al.</li> <li>• Attend and contribute to ELC daily team briefings from 8:30am.</li> </ul>	<p>relation to goals set, attitude and area of future growth provided at parent conferences.</p> <p>BNMS Enrolment documentation is explained and understood by identified NESB parents et al. Parents et al.</p> <p>Parents and caregivers feel their concerns are heard, understood and where appropriate acted on in partnership with the classroom teacher.</p> <p>Students and parents will feel informed about Berkley and programmes offered for ELL and identified students.</p> <p>Team briefings attended and contributed to on a daily basis from 8:30am.</p>
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<b>Professional Development</b>	
<b>Key Tasks</b>	<b>Expected Outcomes</b>
<ul style="list-style-type: none"> <li>• Undertake relevant professional development.</li> <li>• Participate in the school's performance appraisal process and be reflective regarding performance.</li> <li>• Develop BNMS ICT skills.</li> </ul>	<p>Practice continues to improve in relation to school wide 2012 learning directions.</p> <p>Knowledge gained is reflected in further enhancement of practice.</p> <p>ICT skills are kept updated in line with school reporting and school wide communication systems.</p>
<b>Administration Tasks</b>	
<b>Key Tasks</b>	<b>Expected Outcomes</b>
<p><i>Assist the ELC team Leader to:</i></p> <ul style="list-style-type: none"> <li>• Accurately complete ELL assessments for bi-annual funding.</li> <li>• Furnish MoE Status lists in a timely manner.</li> <li>• Keep student progress records updated and in-line with ELLP and LLP (Literacy Learning Progressions).</li> <li>• Arrange ELC learning assistance timetables.</li> <li>• Complete other tasks as required by the Principal or delegated authority.</li> </ul>	<p>Requirements met and completed by due date.</p> <p>Data gathered in partnership with the class teachers regarding MoE requirements.</p> <p>Timetables are discussed with ELC Team Leader in a timely manner</p> <p>Collaborative practice is demonstrated.</p> <p>Delegated tasks are undertaken as required.</p>